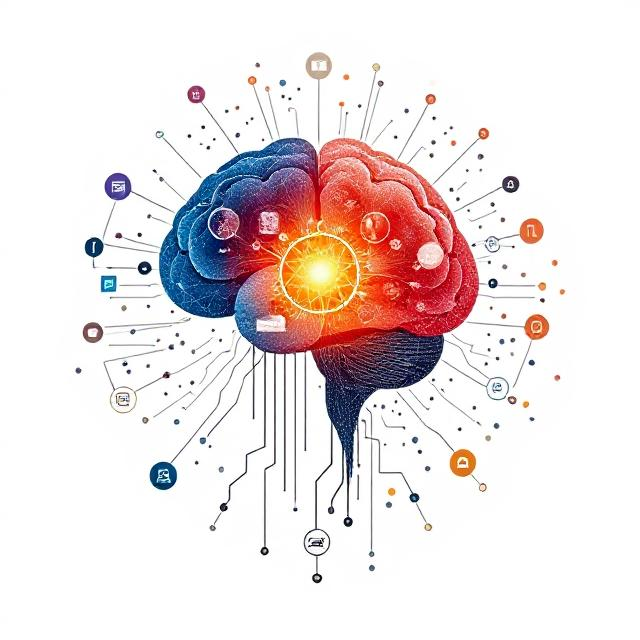
**Project Management Guideline**

**PROJECT MANAGEMENT GUIDELINE**

**Master of Social Work**

**in**

**Psychosocial Software Engineering**



****

**2025**

**Addis Ababa, Ethiopia**

# Content

[Content 2](#_Toc197897217)

[Acronyms 3](#_Toc197897218)

[1. Introduction 4](#_Toc197897219)

[1.1. Name of the Guideline 4](#_Toc197897220)

[1.2. Purpose of the Guideline 4](#_Toc197897221)

[1.3. Overview of the Project 5](#_Toc197897222)

[2. Project Overview 5](#_Toc197897223)

[2.1. Project Implementer: Addis Ababa University (AAU) 5](#_Toc197897224)

[2.2. Project Goal 5](#_Toc197897225)

[2.3. Project Objectives 6](#_Toc197897226)

[2.4. Anticipated Outcomes 6](#_Toc197897227)

[3. Project Management Structure 7](#_Toc197897228)

[3.1. Governance and Oversight 7](#_Toc197897229)

[3.2. Project Management Team 8](#_Toc197897230)

[3.3. Stakeholder Engagement 12](#_Toc197897231)

[4. Project Implementation Plan 14](#_Toc197897232)

[4.1. Phased Implementation Approach 14](#_Toc197897233)

[4.2. Curriculum Development 16](#_Toc197897234)

[4.3. Faculty Recruitment 16](#_Toc197897235)

[4.4. Infrastructure Setup 17](#_Toc197897236)

[4.5. Teaching and Learning Methods 18](#_Toc197897237)

[5. Financial Management 19](#_Toc197897238)

[5.1. Funding Sources 19](#_Toc197897239)

[5.2. Budgeting and Financial Planning 19](#_Toc197897240)

[5.3. Overhead Costs Management 20](#_Toc197897241)

[5.4. Remuneration Policies 20](#_Toc197897242)

[6. Monitoring and Evaluation 20](#_Toc197897243)

[6.1. M&E Framework 20](#_Toc197897244)

[6.2. Roles and Responsibilities in M&E 21](#_Toc197897245)

[6.3. Reporting and Feedback Mechanisms 21](#_Toc197897246)

[7. Risk Management 22](#_Toc197897247)

[7.1. Identifying Potential Risks 22](#_Toc197897248)

[7.2. Risk Mitigation Strategies 22](#_Toc197897249)

[7.3. Contingency Planning 22](#_Toc197897250)

[8. Sustainability and Future Directions 23](#_Toc197897251)

[8.1. Potential for Project Expansion 23](#_Toc197897252)

[8.2. Building Partnerships for Continued Growth 23](#_Toc197897253)

[9. Miscellaneous 24](#_Toc197897254)

[9.1. Endorsement 24](#_Toc197897255)

[9.2. Revision and Amendment 24](#_Toc197897256)

[9.3. Effective Date 24](#_Toc197897257)

[9.4. Scope of Application 24](#_Toc197897258)

# Acronyms

AAU Addis Ababa University

JCLO Joint Committee of Liaison Officers

SoSW School of Social Work

SITE School of Information Technology and Engineering

KPIs Key performance indicators

# Introduction

## Name of the Guideline

The name of the guideline will be The Project Management Guideline for Master of Social Work in Psychosocial Software Engineering

## Purpose of the Guideline

The purpose of this Project Management Guideline is to provide a comprehensive framework for the effective planning, implementation, and evaluation of the “Master of Social Work in Psychosocial Software Engineering” project at Addis Ababa University (AAU).

This guideline aims to ensure that all stakeholders involved in the project have a clear understanding of their roles, responsibilities, and the processes necessary for the successful execution of the project.

Specifically, this guideline serves the following key functions:

### Establishing a Clear Framework: It outlines the project management structure, including governance, oversight, and the roles of various team members with the appreciation that a clarity is essential for fostering collaboration and accountability among the project implementers, faculty, and administrative staff.

### Guiding Project Implementation: The guideline provides a phased approach to project implementation, detailing the steps necessary for curriculum development, faculty recruitment, and infrastructure setup with the understanding that a structured approach ensures that the project is developed systematically and efficiently, addressing the unique needs of Ethiopia’s psychosocial education, training, and services landscape.

### Enhancing Capacity Building: The guideline, by integrating interdisciplinary knowledge from social work, psychology, and software engineering, emphasizes the importance of building local expertise, thus, aims to equip professionals with the skills needed to develop technology-driven interventions that address psychological and social challenges in Ethiopia.

### Promoting Stakeholder Engagement: The guideline outlines strategies for engaging key stakeholders, including academic institutions, government ministries, professional associations, and community organizations with the intent to foster collaboration and communication towards leveraging diverse resources and expertise to enhance its impact.

### Ensuring Sustainability: The guideline emphasizes the importance of developing a sustainable model for the project, which includes financial planning, risk management, and long-term strategies for maintaining the project’s relevance and effectiveness in addressing psychosocial and mental health service needs.

### Facilitating Monitoring and Evaluation: The guideline establishes a framework for monitoring and evaluating the project’s progress and outcomes, thus, ensuring that the project remains aligned with its objectives and can adapt to changing needs and challenges in the field of psychosocial software engineering consistent with the policy instruments and guidelines of Addis Ababa University.

## Overview of the Project

The “Master of Social Work in Psychosocial Software Engineering” program is a pioneering initiative designed to address the pressing need for digital solutions in psychosocial and mental health services within Ethiopia. This interdisciplinary program integrates principles from social work, psychology, and software engineering, equipping students with the necessary skills to develop innovative technology-driven interventions tailored to the unique challenges faced in the field.

The project aims to establish a five-year graduate-level curriculum that will train 100 students as the first generation of Psychosocial Software Engineers. Graduates will be prepared to leverage mobile technologies, artificial intelligence, and machine learning to create scalable interventions that enhance psychosocial and mental health service delivery. The curriculum encompasses foundational courses that cover essential theories and principles, applied and technical courses focused on digital tools and ethical considerations, and practical components that include supervised research and fieldwork.

Collaboration with Ethiopian and international universities will enhance academic exchange and research opportunities, fostering a rich learning environment. The program emphasizes the importance of interdisciplinary collaboration, ensuring that technology is developed with a deep understanding of human behavior and social needs. This approach aims to address the shortage of psychosocial and mental health professionals in Ethiopia, particularly in underserved and rural areas, by expanding service accessibility through digital platforms.

The initiative also seeks to strengthen the psychosocial and mental health services sectors by integrating data-driven decision-making, predictive analytics and diagnosis, delivery of services, and integrating technology in therapy using different platforms, such as, augmented and virtual reality employing devices such as computers, biosensors, wearables, implants, etc., into practice. This focus on evidence-based approaches will empower professionals to make informed decisions that improve client-centered, customized, and easily available and accessible service delivery for vulnerable populations.

The project is hosted by the School of Social Work within the College of Social Sciences, Arts, and Humanities at Addis Ababa University, with the School of Information Technology and Engineering serving as a key partner. A dedicated team of experts from various disciplines will oversee the project's implementation, ensuring that it aligns with the strategic goals of the university and meets the needs of the community.

Through this innovative program, Ethiopia aims to develop local expertise in psychosocial software engineering, reducing reliance on foreign training and fostering self-sufficiency in psychosocial innovation. The establishment of this program represents a significant step toward enhancing the country’s capacity to address critical gaps in psychosocial and mental health service delivery through technology and initiating the first steps in instating an African training hub in psychosocial software engineering for students from different regions of the continent.

# **Project Overview**

## Project Implementer: Addis Ababa University (AAU)

## Project Goal

The goal of this project is to establish a five-year graduate-level project in Psychosocial Software Engineering Project in Addis Ababa University and train 100 students as the first generation of Psychosocial Software Engineers that fosters innovation at the intersection of mental health, social work, and technology.

## Project Objectives

### General Objectives

#### Enhancing Ethiopia’s capacity for digital psychosocial and mental health innovation by training professionals who can leverage AI, machine learning, and mobile technologies to develop scalable interventions;

#### Strengthening the psychosocial and mental health service sectors through the integration of data-driven decision-making and predictive analytics in psychology and social work;

#### Addressing the shortage of psychology and social work professionals by using technology to expand service accessibility, particularly in underserved and rural areas;

#### Promoting interdisciplinary collaboration between psychologists, social workers, and software engineers, ensuring that technology is developed with a deep understanding of human behavior and social needs.

### Specific Objectives

The project specific objectives are tuned to training at least 100 students in five years in the development of knowledge and skills to:

#### plan, design, develop and implement digital psychosocial services;

#### develop digital platforms, such as mobile counseling apps and tele-psychosocial services, etc., to improve access in rural and underserved populations;

#### design digital psychosocial services to guarantee equitable access to services through low-cost, AI-assisted digital interventions that reach vulnerable populations.

#### ensure the development of an interdisciplinary team with expertise in social work, psychology, and software engineering, ensuring the sustainability of the specialization.

## Anticipated Outcomes

The project will:

### create the first-ever graduate-level curriculum in Psychosocial Software Engineering, providing a critical avenue for specialized education in this interdisciplinary field.

### train 100 skilled professionals and enhance the workforce's capacity to address psychosocial and mental health challenges through innovative digital solutions, data-driven decision-making and predictive analytics.

### ensure that graduates possess the knowledge and skills necessary to develop and implement technology-driven interventions, thereby expanding access to psychosocial and mental health services, particularly in underserved and rural areas.

### integrate digital platforms, artificial intelligence, machine learning into psychosocial services facilitating the creation of scalable and effective interventions that can reach vulnerable populations.

### foster interdisciplinary collaboration among psychologists, social workers, and software engineers encouraging a holistic understanding of human behavior and social needs.

### contribute to the reduction of brain drain by providing a sustainable and locally accessible alternative for specialized training.

### promote strategic partnerships with local, regional and global institutions enhancing academic exchange and research opportunities, positioning Ethiopia as a leader in the field of digital psychosocial and mental health.

# Project Management Structure

## Governance and Oversight

### Joint Committee of Liaison Officers (JCLO)

#### The Joint Committee of Liaison Officers (JCLO) serves as a critical governance body for the “Master of Social Work in Psychosocial Software Engineering” project.

#### The JCLO is composed of two members, each appointed from the School of Social Work (SoSW) and the School of Information Technology and Engineering (SITE) at Addis Ababa University.

#### The JCLO is accountable to the Head of the School of Social Work, ensuring that the project aligns with the strategic objectives of the university and adheres to institutional policies.

#### The committee plays a vital role in facilitating communication and collaboration between the two schools, fostering an integrated approach to the project's development and implementation.

### Roles and Responsibilities

The Joint Committee of Liaison Officers (JCLO) has defined roles and responsibilities that are essential for the effective governance and oversight of the “Master of Social Work in Psychosocial Software Engineering” project.

#### Project Oversight: The JCLO is responsible for monitoring the overall progress of the project, ensuring that it adheres to established timelines and objectives which includes regular assessments of project milestones and deliverables.

#### Faculty Recruitment: The JCLO will oversee the recruitment process for faculty members, ensuring that qualified professionals are selected to deliver the project which includes establishing criteria for hiring and facilitating collaboration between local and international faculty.

#### Resource Allocation: The committee is responsible for making recommendations regarding the allocation of resources, including financial, human, and technological resources necessary for the successful implementation of the project.

#### Stakeholder Engagement: The JCLO will engage with key stakeholders, including government ministries, professional associations, community organizations, and academic institutions, to promote the program and secure support.

#### Conflict Resolution: The committee will address any conflicts or challenges that arise during the implementation of the project facilitating discussions among stakeholders to find collaborative solutions.

#### Reporting and Accountability: The JCLO will provide quarterly, biannual, annual, and terminal reports to the Head of the School of Social Work regarding the project's status, challenges, and achievements ensuring transparency and trust among stakeholders.

#### Evaluation and Improvement: The committee will participate in the evaluation of the project's effectiveness, using feedback and data to inform continuous improvement efforts assessing student outcomes and project impact on the community.

#### Policy Compliance: The JCLO will ensure that all activities related to the project comply with Addis Ababa University policies and relevant regulations which includes adherence to ethical standards in education and research.

### School of Social Work Support Committee

#### The School of Social Work Support Committee shall engage in various support activities in the process of the implementation of the “Masters of Social Work in Psychosocial Software Engineering” project.

#### The School of Social Work Support Committee is composed of three members, each appointed from the School of Social Work (SoSW) at Addis Ababa University.

#### The School of Social Work Support Committee is accountable to Project Director, ensuring that the project aligns with the objectives of the project.

### Roles and Responsibilities

#### The School of Social Work Support Committee shall be responsible in conducting technical works, such as, curriculum development, teaching material development, team teaching, etc.

## Project Management Team

### The project management team will consist of the six experts that created and developed the project and additional academic and support staff members, to be specific:

#### Member of the project development team

##### Project Director

##### International Project Coordinator

##### Technical Advisor in Software Engineering

##### Assistant Project Coordinator

##### Monitoring and Evaluation Officer

##### Administration and Finance Officer

##### Secretary / Caretaker

#### Academic Staff members

##### Local Faculty Members engaging in solo-teaching

##### International Faculty Members engaging in team-teaching

##### Local Faculty Members engaging in team-teaching

#### Academic and Project Monitoring and Evaluation

##### Internal and External Examiners

##### Internal and External Reviewers

### Roles and Responsibilities of the Project Management Team

The Project Management Team is composed of a diverse group of experts, academic and support staff members who will facilitate the implementation and success of the “Master of Social Work in Psychosocial Software Engineering” project.

The team includes both the team that created and developed the project, academic staff members, and support staff members each with specific roles and responsibilities.

#### Project Development Team

##### Position: Project Director

###### Accountable to: The Head of the School of Social Work (SoSW), AAU

###### Roles and Responsibilities:

* Provide overall leadership and strategic direction for the project.
* Ensure alignment of the project with the university’s mission and objectives.
* Oversee the development and implementation of the curriculum and project activities.
* Facilitate communication among team members and stakeholders.
* Monitor project progress and address any challenges that arise.
* Securing funding and resources for project activities.

##### Position: International Project Coordinator

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Coordinate international collaboration and partnerships for the project.
* Facilitate the involvement of international faculty and experts in project delivery.
* Ensure that international best practices are integrated into the curriculum.
* Organize workshops, seminars, and training sessions with international partners.
* Assist in securing funding and resources for project activities.

##### Position: Technical Advisor in Software Engineering

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Provide technical expertise in software engineering relevant to the project.
* Assist in the development of technology-driven interventions and tools.
* Collaborate with faculty to integrate software engineering concepts into the curriculum.
* Support faculty in technical aspects of projects and research.
* Stay updated on emerging technologies and trends in software engineering.

##### Position: Assistant Project Coordinator

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Support the Project Director in day-to-day operations and project management.
* Assist in coordinating activities among team members and academic staff.
* Help organize meetings, workshops, and events related to the project.
* Maintain project documentation and track progress against milestones.
* Act as a liaison between the project team and external stakeholders.

##### Position: Monitoring and Evaluation Officer

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Develop and implement the monitoring and evaluation framework for the project.
* Collect and analyze data to assess project effectiveness and impact.
* Prepare reports on project outcomes and provide recommendations for improvement.
* Facilitate feedback sessions with stakeholders to inform project adjustments.
* Ensure legal compliance, professional integrity, ethical standards, and best practices.

##### Position: Administration and Finance Officer

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Manage the financial resources of the project, including budgeting and expenditures.
* Ensure compliance with university financial policies and procedures.
* Maintain accurate financial records and prepare financial reports.
* Coordinate administrative tasks related to project operations.

##### Position: Secretary / Caretaker

###### Accountable to: Assistant Project Director

###### Roles and Responsibilities:

* Facilitates collaboration with the Finance Office of the College of Social Sciences and Humanities, Addis Ababa University.
* Provide administrative support to the Project Management Team.
* Maintain project files and documentation for easy access and reference.
* Ensure the smooth operation of the project office, classrooms, and manage logistics.

#### Academic Staff Members

##### Position: Local Faculty Members Engaging in Solo-Teaching

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Deliver courses independently within the project curriculum.
* Develop course materials and assessments aligned with project objectives.
* Provide academic support and guidance to students.
* Engage in research and community service related to the project.
* Contribute to project evaluation and improvement efforts.

##### Position: International Faculty Members Engaging in Team-Teaching

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Collaborate with local faculty to deliver courses in the project.
* Bring international perspectives and expertise to the curriculum.
* Participate in curriculum development and course design.
* Engage in research and academic activities related to the project.
* Mentor local faculty and students in their academic pursuits.

##### Position: Local Faculty Members Engaging in Team-Teaching

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Collaborate with international and local faculty to deliver courses.
* Participate in curriculum development and course design.
* Facilitate student engagement and collaborative learning experiences.
* Contribute to research initiatives and community outreach activities.
* Support project evaluation and continuous improvement efforts.

#### Internal and External Project Monitoring and Evaluation

##### Position: Internal and External Examiners

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Assess student performance and project outcomes through examinations and evaluations.
* Provide feedback on the quality and rigor of the academic project.
* Ensure that assessment methods align with educational standards and objectives.
* Participate in project review processes and contribute to improvement recommendations.
* Collaborate with faculty to enhance assessment practices and student learning experiences.

##### Position: Internal and External Reviewers

###### Accountable to: Project Director

###### Roles and Responsibilities:

* Conduct reviews of the project’s curriculum, teaching methods, and outcomes.
* Provide constructive feedback to enhance project quality and effectiveness.
* Engage in periodic evaluations to ensure compliance with academic standards.
* Collaborate with the Monitoring and Evaluation Officer to analyze project data.
* Support the development of strategic recommendations for project enhancement.

## Stakeholder Engagement

### Key Stakeholders

Identifying and engaging key stakeholders is essential for the successful implementation and sustainability of the “Master of Social Work in Psychosocial Software Engineering” project. The following groups represent the primary stakeholders involved in the project:

#### Government Ministries

Relevant government ministries, such as, the Ministry of Education, Ministry of Innovation and Technology, Ethiopian Institute of Artificial Intelligence, Ethiopian Telecommunication are key stakeholders since their involvement is essential for aligning the project with national policies and priorities in psychosocial and in mental health services.

#### Funding Agencies

Organizations and institutions that provide financial support for the project are critical stakeholders. Their investment is necessary for the project’s sustainability and growth, and their expectations must be considered in project planning and reporting.

#### Non-governmental Organizations

NGOs that focus on psychosocial and in mental health services are important partners since their insights and collaboration can enhance the project’s relevance and impact in addressing community needs.

#### Professional Associations

Associations related to social work, psychology, and software engineering provide a platform for networking, professional development, and advocacy and their participation can help promote the project and its graduates within the professional community.

#### The Private Sector

Private companies, especially those providing psychological, social work, and information technology services can enhance the project’s academic rigor and facilitate access to cutting-edge services, research and methodologies. These private companies can serve as partners in which students can gain real-life experience preparing them for the market awaiting them after graduation.

#### Alumni

Graduates of the project will serve as ambassadors and advocates for the initiative. Their experiences and success stories can inspire future students and contribute to the project’s reputation and credibility.

### Communication Action Strategies with Key Stakeholders

Effective communication with key stakeholders is essential for fostering collaboration, ensuring transparency, and building support for the “Master of Social Work in Psychosocial Software Engineering” project.

Accordingly, the following communication action strategies will be implemented to engage stakeholders effectively:

#### Regular Updates and Reports

Provide stakeholders with regular updates on project progress, milestones, and achievements through newsletters, emails, and reports and keeping stakeholders informed and engaged in the project’s development.

#### Stakeholder Meetings

Organize periodic meetings with key stakeholders, including faculty, university administration, and community organizations to facilitate open dialogue, allow for feedback, and encourage collaborative problem-solving.

#### Workshops and Seminars

Host workshops and seminars that involve stakeholders in discussions on curriculum update, teaching methodologies, market needs, etc., thus promoting knowledge sharing and foster a sense of ownership among stakeholders.

#### Feedback Mechanisms

Establish formal feedback mechanisms, such as surveys and focus groups, to gather input from students, faculty, and community partners. This feedback will inform project adjustments and improvements, ensuring that stakeholder perspectives are considered.

#### Transparent Decision-Making

Maintain transparency in decision-making processes by sharing information about project governance, funding, and strategic priorities. This openness will build trust and encourage stakeholder buy-in.

# Project Implementation Plan

## Phased Implementation Approach

The implementation of the “Master of Social Work in Psychosocial Software Engineering” project will follow a structured phased approach to ensure systematic development, timely execution, and continuous improvement.

The approach divides the project into distinct phases, each with specific objectives, activities, and deliverables.

### Phase 1: Planning and Design

#### During the initial phase, detailed project planning will be conducted, including finalizing the curriculum framework that integrates foundational knowledge from social work, psychology, and software engineering.

#### The team will establish governance structures, assign roles and responsibilities, and develop the overall project timeline.

#### Needs assessment and stakeholder consultations will be conducted to align project design with local and international standards.

#### Key activities in this phase include:

##### Curriculum development in collaboration with academic experts from the Schools of Social Work and Information Technology and Engineering.

##### Identification and recruitment of core faculty members.

##### Infrastructure assessment to determine necessary technological and physical resources.

### Phase 2: Capacity Building and Infrastructure Setup

#### The second phase will focus on preparing faculty and institutional infrastructure for the project launch. Faculty development will include training in interdisciplinary teaching methods and capacity building for the use of digital tools essential to psychosocial software engineering.

#### Simultaneously, administrative systems and facilities will be enhanced or procured to support academic activities, including online learning platforms and research laboratories.

#### Key activities include:

##### Faculty recruitment and training workshops.

##### Procurement and installation of necessary software and hardware.

##### Development of student admission criteria and selection process.

### Phase 3: Project Launch and Delivery

#### This phase encompasses the official project launch, accepting students, and the commencement of course delivery.

#### Teaching methods will utilize a blend of online lectures, lab practices, team-teaching, and hands-on projects aligned with real-world psychosocial challenges.

#### Key activities include:

##### Enrollment and orientation of the first cohort of students.

##### Delivery of foundational and applied courses.

##### Coordination of practicum and fieldwork arrangements.

### Phase 4: Monitoring, Evaluation, and Continuous Improvement

#### Following project deployment, systematic monitoring and evaluation will be conducted to assess academic performance, student satisfaction, faculty effectiveness, and overall project impact.

#### Feedback loops will be established to inform curriculum adjustments, teaching innovations, and resource allocation. Collaboration with internal and external reviewers will strengthen quality assurance.

#### Key activities include:

##### Data collection on student outcomes and project metrics.

##### Periodic review meetings and reporting to Addis Ababa University offices, stakeholders, funding organization(s), and other possible partners.

##### Curriculum updates based on evaluation findings.

### Phase 5: Expansion and Sustainability

#### In the final phase, plans for scaling the project will be developed to include increased student intake, broader research collaborations, and deeper community engagement.

#### Partnerships with international institutions will be strengthened for academic exchange and funding diversification.

#### Financial sustainability strategies, including exploring tuition models and grant opportunities, will be implemented to ensure long-term viability.

#### Key activities include:

##### Development of strategic partnerships and collaboration networks.

##### Expansion of faculty and infrastructure capacity.

##### Exploration of alumni engagement and continuous professional development projects.

## Curriculum Development

### The curriculum will integrate foundational knowledge from social work, psychology, and software engineering, ensuring that students gain a robust interdisciplinary education aligned with the project’s objectives.

### Curriculum design will organize courses into four key components: foundational courses, applied and technical courses, project supervision including a capstone project, and practicum experiences.

#### Foundational courses will cover essential theories and principles in psychology, social work, mental health, community engagement, and software engineering, building a comprehensive knowledge base for students.

#### Applied and technical courses will deepen students’ competencies with digital tools, ethical considerations, and software development specific to psychosocial contexts.

#### Research and laboratory assignments and project components will provide supervised opportunities for students to conduct evidence-based work addressing real-world psychosocial challenges through innovative software solutions.

#### The capstone project will emphasize practical application, integrating students’ interdisciplinary skills in a comprehensive manner.

#### The practicum will offer students at least 200 hours of structured fieldwork within psychosocial and mental health service giving organizations, giving them hands-on experience in applying technology-driven interventions in community settings.

### Collaboration with partner institutions and service providers will ensure meaningful and contextually relevant practicum placements.

### Curriculum content will undergo regular review and updates to incorporate emerging trends and best practices, maintaining alignment with local needs and global standards.

### Faculty involvement, stakeholder consultations, and student feedback will guide continual refinement.

### Incorporating innovative teaching methods, including blended learning, team-teaching, and project-based instruction, will enhance knowledge transfer and practical skills development.

## Faculty Recruitment

### The goal faculty recruitment is to assemble a diverse and highly qualified team of educators who possess expertise in social work, psychology, and software engineering, ensuring a rich interdisciplinary learning environment.

### A detailed staff recruitment strategy will be developed to outline the qualifications, skills, and experiences required for faculty positions.

### The staff recruitment strategy will emphasize the importance of candidates who not only have strong academic backgrounds but also practical experience in their respective fields.

### The recruitment process will prioritize individuals who demonstrate a commitment to interdisciplinary collaboration and innovation in teaching.

### Recruitment efforts will involve outreach to local and international academic networks, professional associations, and relevant organizations so as to help attract a wide pool of candidates, including those with experience in digital psychosocial and mental health interventions.

### Job postings will be disseminated through various channels, including university websites, academic journals, and social media platforms, to maximize visibility.

### The Joint Committee of Liaison Officers will oversee the recruitment process, ensuring that it adheres to university policies and standards.

### The Joint Committee of Liaison Officers in collaboration with the project administration team will evaluate applications, conduct interviews, and assess candidates’ teaching philosophies and research interests.

### Once selected, newly recruited faculty members will undergo an orientation project to familiarize them with the university’s mission, values, and the specific goals of the project.

## Infrastructure Setup

### Infrastructure setup is essential for the effective implementation of the “Master of Social Work in Psychosocial Software Engineering” project, accordingly, this phase will focus on creating a conducive environment that supports both teaching and learning, as well as research activities.

### A thorough assessment of existing facilities will be conducted to identify the specific needs for classrooms, laboratories, and collaborative spaces.

### Necessary upgrades or renovations will be conducted to ensure that physical spaces are equipped with modern technology and resources conducive to interdisciplinary education.

### Classrooms will be designed to facilitate interactive learning, featuring flexible seating arrangements and advanced audiovisual equipment.

### Specialized devices and tools relevant to psychosocial software work engineering will also be acquired, ensuring that students have access to the latest technologies used in the field.

### The establishment of a robust online learning platform will be prioritized to support blended learning approaches to provide students with access to course materials, virtual classrooms, and collaborative tools, enhancing their learning experience, accordingly, reliable internet connectivity will be ensured

### Training sessions will be organized for faculty and administrative staff to familiarize them with the new technologies and systems which will empower all parties to effectively utilize the infrastructure and provide necessary support to students in navigating digital tools.

### Collaboration with IT specialists will be essential for ongoing maintenance and support of the technological infrastructure, accordingly, a dedicated helpdesk will be established under the School of Information Technology and Engineering to address any technical issues promptly, minimizing disruptions to the learning process.

## Teaching and Learning Methods

The teaching and learning methods for the “Master of Social Work in Psychosocial Software Engineering” project are designed to foster active engagement, practical skill development, and an interdisciplinary understanding.

These methods integrate traditional and modern pedagogical strategies to prepare students for the complex field of psychosocial and mental health service technology solutions.

### Course Delivery Methods

#### Course delivery will utilize a blended approach combining in-person and online instruction to maximize accessibility and flexibility.

#### Lectures will be conducted both face-to-face in equipped classrooms and through synchronous online platforms, enabling participation from local and international faculty as well as students.

#### Laboratory sessions and practical workshops will be held on-site in specialized computer labs to provide hands-on experience with software development tools, data analytics applications, and digital mental health technologies emphasizing collaborative teamwork and real-time problem solving.

#### Seminars and group discussions will be incorporated to encourage critical thinking and peer-to-peer knowledge exchange.

#### Guest lectures by experts from academia, IT companies, psychosocial service centers, health clinics, etc., will regularly supplement core coursework to expose students to diverse perspectives and current practices.

#### Assessment will include formative and summative methods, such as quizzes, assignments, project presentations, and examinations, conducted both in-person and through secure online systems.

### Innovative Teaching Approaches

#### The project will emphasize learner-centered and experiential teaching techniques to enhance student engagement and deeper understanding. Project-based learning will constitute a core component, where students work on real-life psychosocial software problems, applying theoretical knowledge to develop practical solutions.

#### Team-teaching will be employed extensively, with faculty from social work, psychology, and software engineering collaborating to deliver integrated course content. This approach fosters interdisciplinary dialogue and models collaborative professional practice.

#### Digital simulation tools and case-based scenarios will be used to create immersive learning environments, allowing students to experiment with interventions in virtual settings before real-world application.

#### Continuous formative feedback will support adaptive learning, helping students identify areas for improvement and encouraging reflective practice.

#### The project will also incorporate flipped classroom methodologies, where students review lecture materials independently before class and use in-class time for interactive activities, discussions, and problem-solving exercises.

#### Additionally, mentorship projects linking students with faculty and professionals will provide personalized guidance and enhance professional development opportunities.

# Financial Management

This section outlines the key components related to funding, budgeting, overhead cost management, and remuneration policies designed to ensure responsible fiscal transparency.

## Funding Sources

### The program is expected to rely primarily on external funding from international, regional, multilateral, and bilateral organizations committed to advancing digital psychosocial and mental health service provision capacity in Ethiopia, accordingly, proposals and grant applications will be strategically developed to collaborate with these funding partners.

### Additional funding may be sourced through partnerships with global academic institutions, private sector collaborations, and philanthropic foundations interested in psychosocial innovation and technology integration.

### Exploration of government support will be pursued to align the project with national priorities and secure institutional endorsement and potential budget allocations.

### Sustainable financial models will also consider possible income generation through tuition fees waivers selectively granted to attract top candidates, research collaborations, and consultancy services linked to the project’s expertise.

## Budgeting and Financial Planning

### A detailed budgeting process will guide the allocation of funds to various components of the project, including curriculum development, faculty recruitment, infrastructure setup, teaching resources, and administrative expenses.

### Annual budget plans will be prepared and reviewed in consultation with the project management team and the Joint Committee of Liaison Officers (JCLO), ensuring alignment with project milestones and objectives.

### Financial forecasting will project expenditures and revenue streams over the five-year lifespan of the project, incorporating contingencies for unforeseen expenses and potential funding fluctuations.

### Robust financial controls and regular monitoring mechanisms will be implemented to track budget adherence, enabling timely adjustments and optimizing resource utilization.

## Overhead Costs Management

### Twenty percent (20%) of the total project cost will be allocated as overhead fees in accordance with Addis Ababa University’s Revised Institutional Overhead Costs Management Policy and Guideline (2025).

### This overhead cost will be apportioned across the University Development Fund (4%), College Development Fund (6%), and School Development Fund (10%).

### The overhead fees will cover administrative support, facility maintenance, and institutional services that facilitate project implementation.

### Careful management of overhead costs will guarantee that a sufficient portion of funding directly supports project activities while respecting institutional mandates.

## Remuneration Policies

### Remuneration for project personnel will adhere to the university’s guidelines and project-specific budget allocations.

### Members of the Joint Committee of Liaison Officers (JCLO) will receive monthly salaries reflective of their responsibilities.

### Faculty members engaged in sole- or team-teaching roles, as well as individuals involved in curriculum development and related assignments, will be compensated based on the detailed cost breakdown provided in the project budget.

### Support staff, including administrative and technical personnel, will receive remuneration in line with their roles and salary scales indicated in the project proposal.

### Periodic reviews of remuneration policies will ensure fairness, motivation, and retention of high-quality staff essential to the project’s success.

# Monitoring and Evaluation

This section outlines the framework, roles, data processes, and mechanisms for accountability and continuous improvement.

## M&E Framework

### A comprehensive M&E framework will be established to track progress toward the project’s goals and objectives.

### The framework will specify key performance indicators (KPIs) related to student enrollment, faculty performance, curriculum delivery, research outputs, and stakeholder engagement.

### Qualitative and quantitative indicators will capture both output metrics, such as the number of graduates and published research, and outcome metrics, such as graduate employment rates and community impact.

### Periodic evaluations will be scheduled at critical milestones throughout the five-year project lifecycle to assess project relevance, quality, and sustainability.

### The framework will align with Addis Ababa University’s standards and external funder requirements to ensure compliance and maximize transparency.

### Tools and methodologies will incorporate participatory approaches, integrating feedback from students, faculty, and community stakeholders.

## Roles and Responsibilities in M&E

### The Monitoring and Evaluation Officer, reporting directly to the Project Director, will have primary responsibility for the design, implementation, and oversight of the M&E system.

### The M&E Officer will coordinate with academic and administrative staff to collect accurate and timely data, analyze findings, and prepare reports for internal management and external stakeholders.

### The Joint Committee of Liaison Officers (JCLO) will provide oversight and review the M&E results, ensuring that recommendations are integrated into project planning and adjustments.

### Faculty members and project coordinators will participate in data collection activities related to student performance, teaching efficacy, and research outputs.

### External reviewers and examiners will contribute independent assessments to validate project quality and provide unbiased feedback.

## Reporting and Feedback Mechanisms

### Periodic M&E reports will be prepared to update stakeholders on progress, challenges, and recommendations.

### Periodic M&E reports will vary in format and frequency to suit different audiences, including detailed technical reports for university administration and concise summaries for stakeholders.

### Feedback sessions will be organized with students, faculty, and community partners to discuss findings and jointly develop action plans for improvement.

### An open communication channel will enable continuous feedback throughout the project cycle, fostering a culture of transparency and responsiveness.

### Lessons learned and best practices will be documented and disseminated internally and externally to promote knowledge sharing and enhance project replication or scaling.

### Continual use of M&E results will guide adaptive management, ensuring that the project remains relevant, effective, and aligned with its strategic objectives.

# Risk Management

This section outlines the processes for identifying potential risks, developing mitigation strategies, and establishing contingency plans to address unforeseen challenges.

## Identifying Potential Risks

A comprehensive risk assessment will be conducted to identify potential risks that could impact the project’s objectives, accordingly, risks will be categorized into several domains, including:

### Financial Risks: Fluctuations in funding availability, unexpected budget overruns, and reliance on external grants.

### Operational Risks: Delays in faculty recruitment, infrastructure setup challenges, and difficulties in curriculum development.

### Academic Risks: Low student enrollment, high dropout rates, and challenges in maintaining academic quality and standards.

### Technological Risks: Issues related to the integration of new technologies, cybersecurity threats, and inadequate technical support.

### Stakeholder Risks: Lack of engagement from community partners, misalignment of project goals with local needs, and resistance to change from traditional practices.

## Risk Mitigation Strategies

To address identified risks, a set of proactive mitigation strategies :

### Financial Risks: Diversifying funding sources by applying for multiple grants, establishing partnerships with private sector organizations, and exploring income-generating activities to reduce reliance on a single funding stream.

### Operational Risks: Implementing a structured project management approach to ensure timely recruitment and infrastructure development, along with regular progress reviews to identify and address delays promptly.

### Academic Risks: Developing targeted marketing strategies to attract students, offering scholarships or financial aid, and implementing robust student support services to enhance retention and academic success.

### Technological Risks: Investing in comprehensive training for faculty and staff on new technologies, establishing a dedicated IT support team, and implementing cybersecurity measures to protect sensitive data.

### Stakeholder Risks: Engaging community partners early in the project design process, conducting regular stakeholder meetings to align goals, and fostering collaborative relationships to ensure buy-in and support.

## Contingency Planning

Contingency plans will be developed for high-priority risks that could significantly impact the project’s success.

The contingency plans will outline specific actions to be taken in response to identified risks, ensuring a swift and effective response. For example:

### Financial Shortfalls: If funding is reduced, the project may prioritize essential activities, seek alternative funding sources, or implement cost-saving measures such as reducing non-essential expenditures.

### Low Enrollment: In the event of low student enrollment, targeted outreach campaigns will be launched, and partnerships with local organizations, such as, state universities will be strengthened to enhance recruitment efforts.

### Technological Failures: Should critical technology systems fail, backup systems and alternative solutions will be put in place to minimize disruption to teaching and learning activities.

# Sustainability and Future Directions

This section outlines strategies for potential for project expansion, and the importance of building partnerships for ongoing growth.

## Potential for Project Expansion

The project has significant potential for expansion in various dimensions:

### New Specializations: Introducing additional specializations within the project, such as digital mental health, data analytics for social work, or community-based interventions, can attract a broader range of students and address diverse community needs.

### Online and Hybrid Offerings: Expanding online and hybrid course offerings will increase accessibility for students who may not be able to attend in-person classes, particularly those in remote areas or with professional commitments.

### International Collaborations: Establishing partnerships with international universities and organizations can facilitate student exchanges, joint research initiatives, and collaborative projects, enhancing the project’s global reach and reputation.

### Research Initiatives: Expanding research opportunities in psychosocial software engineering can position the project as a leader in the field, attracting funding and partnerships while contributing to knowledge generation and dissemination.

## Building Partnerships for Continued Growth

Building and nurturing partnerships will be critical for the project’s ongoing growth and sustainability:

### Academic Partnerships: Collaborating with other universities and research institutions will enhance academic resources, facilitate knowledge exchange, and promote joint research initiatives.

### Collaborations: Engaging with technology companies, mental health organizations, and social service agencies will provide students with practical experience, internships, and job placement opportunities, while also ensuring that the project aligns with local needs.

### Government and NGO Partnerships: Partnering with government agencies and non-governmental organizations will enhance the project’s visibility and credibility, while also providing access to funding and resources for community-based projects.

### Community Engagement: Actively involving community stakeholders in project development and implementation will foster a sense of ownership and support, ensuring that the project remains responsive to local needs.

# Miscellaneous

## Endorsement

The present Guideline may be endorsed for use only by the School of Social Work, CSSAH, AAU.

## Revision and Amendment

The present Guideline may be revised or amended only by the written consent of the Team of Experts that independently created and developed the project; the School of Social Work, CSSAH, AAU, and School of Information Technology and Engineering, (SITE), IT, AAU.

## Effective Date

The present Guideline shall be effective to regulate all activities related to the implementation of the project following the endorsement of The Guideline by the School of Social Work, CSSAH, AAU and the official communication thereof to the Team of Experts that independently created and developed the project and the School of Information Technology and Engineering, (SITE), IT, AAU.

## Scope of Application

All responsible parties engaged in the implementation of project, namely, the Team of Experts that independently created and developed the project; the School of Social Work, CSSAH, AAU, and School of Information Technology and Engineering, SITE, IT, AAU, stakeholders, funders, partners will be bound by the present Guideline following its endorsement.

